DOCUMENT RESUME

ED 331 159 EA 022 914

AUTHOR Richardson, M. D.; Prickett, R. L.
TITLE A Comprehensive Evaluation of Kentucky's Beginning Principal Intern Program.
PUB DATE Apr 91
NOTE 68p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Administrator Attitudes; *Administrator Education; Elementary Secondary Education; Field Experience Programs; Internship Programs; *Management Development; *Principals; Professional Education
IDENTIFIERS *Kentucky

ABSTRACT

In 1985 the Kentucky General Assembly passed a comprehensive educational reform package including provisions for the Kentucky Beginning Principal's Intern Program (KBPIP). Evaluating the KBPIP involved three phases: identification of research goals, objectives, and data collection instruments; collection of data from participants; and dissemination of data and results. Thirty-six first-year intern principals were interviewed to gather data regarding the intern principal, the strengths and weaknesses of the committee structure, and the program's impact on the intern principal, and to develop comparative data for future planning. Preliminary findings indicate that the KBPIP is a successful program as perceived by both intern principals and committee members. Recommendations include mandatory training sessions for committee members and required internships for all new principals and assistant principals. Forty-two tables delineate demographic variables of respondents and their answers to survey questions. (EJS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

A COMPREHENSIVE EVALUATION OF KENTUCKY'S BEGINNING PRINCIPAL INTERN PROGRAM

ED331159

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Richardson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

M. D. RICHARDSON
R. L. PRICKETT

A paper prepared for presentation at the annual meeting of the **American Educational Research Association** in Chicago, IL, April 3-7, 1991.

Mike Richardson is associate professor of Educational Administration at **Clemson University**, Clemson, SC 29634 (803-656-3482). **Robert Prickett** is associate professor and Coordinator of Educational Administration at **Western Kentucky University**, Bowling Green 42101 (502-745-4890).

EA 022 914

BEST COPY AVAILABLE

A COMPREHENSIVE EVALUATION OF KENTUCKY'S BEGINNING PRINCIPAL INTERN PROGRAM

ABSTRACT

In 1985 the Kentucky General Assembly passed a comprehensive educational reform package which included a provision for an internship for beginning principals called the Kentucky Beginning Principal's Intern Program (KBPIP) which was first implemented during the 1988-89 school year. A component of the legislation required that the program be objectively evaluated to ascertain strengths, weaknesses, and purpose the program's future. The Consortium for Educational Administration (CEA) contracted with the Kentucky Department of Education (KDE) to evaluate the KBPIP.

The purpose of this research was to assess the effectiveness of the KBPIP which included the following objectives: (1) to gather data regarding the intern principal, (2) to determine the strengths and weakness of the committee structure and its impact on the intern principal, and (3) to develop comparative data for future planning.

Evaluating the KBPIP was a three phase research project. Phase one involved the identification of the research, goals, objectives, and the identification and testing of the data collection instruments. Phase two of the research encompassed the actual collection of the data from the participants and phase

three was the analysis of the data and dissemination of the results. The precursory findings of the research indicate that the KBPIP was as successful program, as perceived by both intern principals and committee members.

INTRODUCTION

The Kentucky Beginning Principal Intern Program was mandated by the 1985 extraordinary session of the Kentucky General Assembly to upgrade the quality of educational leadership in the public schools of the Commonwealth. This law (KRS 161.027) and its accompanying regulations (704 KAR 20:470) called for a strengthening of preparation programs, a stringent testing requirement, and a one year on-the-job internship for new and/or inexperienced principals and assistant principals.

In response to the requirements of this law, state committees were formed which represented those organizations involved with principal preparation and selection across the Commonwealth. These committees, program and internship, addressed the concerns of their constituents regarding the law and during the 1989 academic year, the new program was fully implemented with eight interns across the state. These first state interns entered the program a year earlier than anticipated. During the 1989-90 academic year an additional 34 interns completed the programs

NEED

The law mandated a research component which could be used to validate the effectiveness in ineffectiveness of the program beyond the mandate as there were numerous needs to be addressed. First, program participants (interns) needed some realistic feedback regarding their experiences in the program. Since this program is in its second year of implementation the participants needed to share their perceptions of the strengths and weaknesses of such as innovative endeavor. Interns also needed the psychological support of knowing their experiences were important and their impressions were valuable for the improvement of the program.

The only viable way for program improvements to be guaranteed is continuous research evaluation, which should accompany the progress of the program. If the intern program is to have lasting benefits, lawmakers and policymakers must have objective data on which to base future recommendations for improvement. Since this is a new and innovative approach to principal preparation and certification, the evaluation of such an ambitious program should be of interest to national researchers, administrator educators, and policymakers as well as education agencies in other states.

In June, 1989, the Consortium for Educational Administration proposed a research design to the Kentucky State Department of Education for evaluating the Kentucky Beginning Principal Intern Program. During 1989 the research project

was developed with accompanying instrumentation, cover letters, and background information. The research was continued a second year in order to enlarge the sample population and to provide for statistical data analysis. This research report is a reflection of the 1989-90 data.

Data were categorized, tabulated, and analyzed for the accompanying report in the following divisions: Intern principals and committee members.

FIRST YEAR INTERN PRINCIPALS

The majority of the 1989-90 first year intern principals were males. Table 1 indicates There were 22 males (61.1%) and 14 females (38.9%). Table 2 listed most (61.1%) of the interns between 31 and 40 years of age. Nearly all these interns were white (97.2%) (see Table 3) and most were married (97.2%) (See Table 4). Twenty-seven of the respondents hold Rank I certification (Master plus 30 hours), six the Ed.S., and two hold the Ed.D or Ph.D.

Sixteen or 44.4% of the principal mentors for the interns were located in the same school and 15 or 41.7% were located in another school within the same system. Only three came from some other source, i.e. retired principals (see Table 6). Most had a superintendent designee (63.9%) rather than a superintendent serving on the intern committee and ten (27.8%) reported the superintendent served on the interns' committee (see Table 7). Additionally, most of the interns had prior contact with the administrator educator as a college

teacher (80.6%). Only four (11.1%) had no formal relationship to the administrator educator (see Table 8).

Twenty-six (72.3%) of the 36 interns perceived the committee to be effective or very effective in working with the interns and eight (22.3%) indicated they were ineffective or very ineffective. There were two instruments with no responses (see Table 9). Twenty-nine (80.5% of the interns indicated the program either had good benefits or was very beneficial. One respondent questioned the value of the program. Nearly 67% of the respondents perceived their preparation program to be of considerable value or very valuable. (Table II). the majority (75%) of the respondents completed their certification programs at one of the regional universities and five received their preparation from outside Kentucky (see table 12).

The respondents perceived that most of the committee members fulfilled their responsibilities to the interns with only the principal mentors receiving any negative responses (4%) (see Tables 13-15). Positive reporting interns fulfilled their responsibilities (see Table 16). Interns reported that they received the most assistance from their principal mentors (see Table 17).

The interns reported several activities that were particularly effective in working with their principal mentor most often listed were discussions with their mentor and visitations to other school (see Table 18). Likewise, the interns listed

several activities effective with their superintendent/designee. Most frequently listed were discussions, reviewing policies and help with specific problems (see Table 20). The most effective activities between interns and administrator educator centered around feedback, discussions and sources (see Table 22). The interns were basically satisfied with the program. However, they reported needing more meetings of the total group of interns, having difficulty in fulfilling the fifty hours requirement with their principal mentors, and desiring the inclusion of opportunities to visit and observe both the mentor at work and others in similar positions (see Table 24). Data on intern needs, committee assistance, and committee effectiveness were insufficient to provide usable data [only three (3) returns].

Principal interns reported several activities that were effective in working with their principal mentors (see Table 18). Many of these centered around the availability of the mentor for information, advice, and support. Only one of the thirty-four interns indicated any serious dissatisfaction with the activities engaged in with the mentor (see Table 19). Interns also identified several effective activities in which they engaged with the superintendent or the superintendent's designee (see Table 20). Activities mentioned included discussion of school board policy, expectations of the position, and discussions related to the observations of the intern. Only one of the thirty-four interns indicated any dissatisfaction with the activities experienced with the superintendent or designee (see Table 21).

Several effective activities were identified by interns in working with the administrator educator (see Table 22). The two receiving most emphasis were the sharing of information about current practices in educational administration and relating pre-service training to actual practice. Only one of the thirty=four interns indicated that activities engaged in with the administrative educator were ineffective (see Table 23).

PRINCIPAL INTERNS

TABLE 1

GENDER OF RESPONDENTS

GENDER	N	%
Female	14	38.9
Male	22	61.1
TOTAL	**36**	**100.00**

PRINCIPAL INTERNS

TABLE 2

AGE OF RESPONDENTS

AGE	N	%
25 - 30	6	16.7
31 - 35	10	27.8
36 - 40	12	133.3
41 - 45	5	3.9
45 +	3	8.3
TOTAL	**36**	**100.00**

PRINCIPAL INTERNS

TABLE 3

ETHNIC BACKGROUND OF RESPONDENTS

RACE	N	%
White	35	97.2
No Answer	1	2.8
TOTAL	**36**	**100.00**

PRINCIPAL INTERNS

TABLE 4

MARITAL STATUS OF RESPONDENTS

STATUS	N	%
Single/Divorced	1	2.8
Married	35	97.2
TOTAL	**36**	**100.00**

PRINCIPAL INTERNS

TABLE 5

HIGHEST DEGREE HELD

DEGREE	N	%
Ed.D.	2	5.6
Ed.S.	6	16.7
Masters plus 30 hours	27	75.0
No Answer	1	2.8
TOTAL	**36**	**100.00**

PRINCIPAL INTERNS

TABLE 6

LOCATION OF MENTOR PRINCIPAL

LOCATION	N	%
Same School	16	44.4
Another school, same system	15	41.7
Another school different system	3	8.3
Other (Central Office Person)	2	5.6
TOTAL	**36**	**100.00**

PRINCIPAL INTERNS

TABLE 7

CENTRAL OFFICE COMMITTEE MEMBER

PERSON	N	%
Superintendent	10	27.8
Designee	23	63.9
No Answer	3	8.3
TOTAL	**36**	**100.00**

PRINCIPAL INTERNS

TABLE 8

RELATIONSHIP TO ADMINISTRATOR EDUCATOR

RELATIONSHIP	N	&
College Instructor	11	30.6
University Advisor	3	8.3
From the university you attended	14	38.9
From another university	3	8.3
No former relationship	4	11.1
No Answer	1	2.8
TOTAL	**36**	**100.00**

PRINCIPAL INTERNS

TABLE 9

COMMITTEE EFFECTIVENESS

RATING	N	%
Very ineffective	6	16.7
Somewhat effective	2	5.6
Effective	11	30.6
Very Effective	15	41.7
No Answer	2	5.6
TOTAL	**36**	**100.00**

PRINCIPAL INTERN

TABLE 10

PROGRAM BENEFITS

RATING	N	%
Limited Benefits	1	2.8
Beneficial	4	11.1
Good Benefits	8	22.2
Very Beneficial	21	58.3
No Answer	2	5.6
TOTAL	**36**	**100.00**

PRINCIPAL INTERNS

TABLE 11

VALUE OF PREPARATION PROGRAM

RATING	N	%
No Value	1	2.8
Little Value	2	5.6
Some Value	6	16.7
Considerable Value	18	50.0
Very Valuable	6	16.7
No Answer	3	8.3
TOTAL	**36**	**100.00**

PRINCIPAL INTERNS

TABLE 12

INSTITUTION GRANTING CERTIFICATION

INSTITUTION	N	%
Eastern Kentucky Univ.	7	20.58
Murray State Univ..	5	14.70
Morehead	4	11.79
Western Kentucky Univ.	11	32.35
Univ. Of Louisville	2	5.88
Other Institutions (outside KY)	5	14.70
TOTALS	**34**	**100.00**

PRINCIPAL INTERNS

TABLE 13

DID PRINCIPAL MENTOR?

In regard to the responsibilities of the principal mentor; did the principal mentor:

serve as a role model and primary resource?	Yes	32
	No	2
	No Answer	2
observe the principal intern a minimum of three times?	Yes	34
	No Answer	2
establish and maintain a professional relationship based upon trust and open communication for the purpose of accomplishing maximum growth by the principalship intern?	Yes	33
	No	1
	No Answer	2
spend a minimum of 50 hours outside of scheduled school hours with the principal intern?	Yes	33
	No	1
	No Answer	2
Answer questions, discuss problems, make suggestions, and address areas for growth suggested by the principal intern committee?	Yes	34
	No Answer	2

Provide a report of the number of hours spent with the principal intern at each principal intern committee meeting?	Yes	29
	No	1
	No Answer	6
Use a variety of sources of information regarding the effectiveness of the school atmosphere? (e.g. attending a school faculty meeting, discussions with students, faculty and school staff?	Yes	33
	No	1
	No Answer	2
observe the confidentially of information about the principal intern?.	Yes	34
	No Answer	2

PRINCIPAL INTERNS

TABLE 14

SUPERINTENDENT/DESIGNEE

In regard to responsibilities of the superintendent or designee; did the superintendent or designee:

Provide information on district policies and procedures to the principal intern?	Yes	34
	No Answer	2
observe performance of the principal intern a minimum of three times	Yes	34
	No Answer	3
participate in all principal intern committee meetings and conferences?	Yes	34
	No Answer	2
identify local resources to promote growth as indicated by performance observations?	Yes	34
	No Answer	3
observe the confidentiality of information about the principal intern?	Yes	34
	No Answer	2

PRINCIPAL INTERNS

TABLE 15

ADMINISTRATOR EDUCATOR

In regard to the responsibilities of the administrator educator; did the administrator educator:

provide a link between academic preparation and on-the-job demands of the intern?	Yes	34
	No Answer	2
observe the performance of the principal intern a minimum of three times?	Yes	34
	No Answer	2
participate in all principal intern committee meetings and conferences?	Yes	34
	No Answer	2
identify resources to promote growth as indicated by performance observations	Yes	34
	No Answer	2
observe the confidentiality of information about the principal intern?	Yes	34
	No Answer	2

PRINCIPAL INTERNS

TABLE 16

PRINCIPAL INTERN

In regard to the responsibilities of the principal intern; did you as a principal intern:		
meet the job expectations of the employer to the best of your abilities?	Yes	34
	No	0
attend orientation and training on the principal intern program?	Yes	33
	No	1
become familiar with the requirement(s) of the principal intern program?	Yes	34
	No	0
agree to an observation schedule which included announced and unannounced observation visits by the principal intern committee?	Yes	34
	No	0
attend the principal intern committee conference	Yes	33
	No	1
meet with the assigned principal mentor for a minimum of 50 hours on non-scheduled school time?	Yes	34
	No	0

BEST COPY AVAILABLE

Did <u>you</u> as a principal intern function as an active member of the principal intern committee by: taking part in discussion (s)	Yes No	8 0
seeking clarification when expectations or remarks were no understood?	Yes No	34 0
working with the principal mentor to accomplish professional growth?	Yes No	34 0
reporting to the committee on perceived progress?	Yes No	34 0
demonstrating a commitment to professional development through the principal intern program?	Yes No	34 0

PRINCIPAL INTERNS

TABLE 17

SOURCES OF ASSISTANCE BY PERCENTAGE

PRINCIPAL MENTOR	SUPT OR DESIGNEE	AD ED	OTHER
60	35	5	
60	20	20	
75	12.5	12.5	
60	10.0	30.0	
40	20	20	20
60	30	10	
50	15	15	20
60	10	30	

PRINCIPAL INTERNS

TABLE 18

EFFECTIVE ACTIVITIES WITH MENTOR

What activities did you engage in with your principal mentor that proved particularly effective?
Meeting outside the school hours
Travel to and from conferences (longer time frame)
Sharing and field trips to other schools
Question/answer sessions
Simulated problems presented for my benefit
District principal meetings
Classroom observations
Discussions on regular basis about duties and expectations
Day to day discussions
Organizing class schedules
Specific suggestions for handling difficult personnel
One on one discussions concerning school problems
Daily discussions
Served on attendance committee
Meetings on Monday mornings to review activities for the week and Friday meeting to discuss events and alternative solutions.

Observation of mentors faculty meetings

Workshops and inservice

School leadership team activities

Developed district wide attendance policy

Telephone at will to ask for help

Discussion of school goals and objectives

Visited his school

Review of budget developed budget

Discussion of teacher evaluations

Public relations discussions

PRINCIPAL INTERNS

TABLE 19

INEFFECTIVE ACTIVITIES WITH MENTOR

What activities did you engage in with your principal mentor that proved particularly ineffective?
Shadowing
Limited support
Limited suggestions to help me
Shadowing limited
Discussion if problem limited
Late start in getting mentor assigned and helping

FOOTNOTE: All of these responses came from one intern.

PRINCIPAL INTERNS

TABLE 20

EFFECTIVE ACTIVITIES WITH SUPERINTENDENT/DESIGNEE

What activities did you engage in with your superintendent or designee that proved particularly effective?

Experience on district curriculum committee with the designee

One on one discussions

One on one discussions concerning school board policies

Discussed discipline problems. Gained insight by discussing experiences of the assistant superintendent over the last 25 years.

Several discussions concerning policy changes that are now going into effect.

Committee meetings, principal meetings

Discussions about what is expected of a principal by the superintendent and relationship of the school and central office

Sharing

He was frequently in the school and took time to talk

The time spend sharing and seeking advice

Workshops, observation sessions (shadowing), principal meetings

Feeling liked by him and having his support

Study of policy

Curriculum development, lesson plans, development, all discussions proved to be very effective

Discussions after observations

School policy

Provided support for me and the position I hold - has consistently indicated that I am the leader at my school, and have made that clear to the board, parents, and everyone else.

He has been available for guidance related to policies and procedures

Discussions and guidance from him in handling situations as they arise

Discussing problems

Involvement with the superintendent's designee in curriculum work (district wide) was particularly helpful

Discussions concerning district policy

Discussions concerning working with parents and community members

General discussion/good working relationship

I was able to discuss a variety of things with her on a one-to-one basis. She was very accessible and easy to contact when something surfaced I had a question about

Discussion

PRINCIPAL INTERNS

TABLE 21

INEFFECTIVE ACTIVITIES WITH SUPERIOR

What activities did you engage in with your superintendent or designee that proved particularly ineffective?

The shadowing except when it gave us the opportunity to discuss a situation that could have been handled differently

PRINCIPAL INTERNS

TABLE 22

EFFECTIVE ACTIVITIES WITH ADMINISTRATOR EDUCATOR

What activities did you engage in with the administrator educator that proved particularly effective?

Provided feedback on issues and questions by me

He brought information that he thought would be helpful. He made suggestions. He gave good examples and clear directions

Having had the administrator educator for much of the coursework, it was beneficial to discuss the implementation of those ideas obtained in class into the actual administrative setting

Discussion of internship program

Supervision of students during lunch working in the place of the principal's absence

Strengthen the link between myself and the local university in regard to principal expectations and training. Simply communicating with him concerning our areas of interest/concern.

Sharing

He sent very supportive and encouraging notes from time to time. He also sent selected articles for professional reading

The time spent sharing and seeking advice

Shadowing, intern committee meetings

One on one conferences with educator. Educator sent material when requested on various topics.

Being able to have access to up to date material through him

Discussion during observations

Support

Has been a valuable resource for information on what is current in education; he has related his experiences as a school superintendent in Clark County

Discussions concerning continued professional growth

Discussions concerning professional literature

Discussions that helped tie together the classroom and the real world

The open communication about various aspects of administration

Discussion of educational trends

Thorough discussion of positives. Identified my strengths. Noticed positive school climate and curriculum development

His suggestions through discussions of improved methods of doing things

She provided studies and their results concerning certain school problems that we were experiencing

One on one discussions concerning various ways to handle problems and provided research

Discussed option available for placement of student with behavior disorder

The above mentioned activities were all effective

Provided information for ideas for professional growth

Committee meetings

The observations by the administrator educator and resulting input

Discussed time management, discussed being visible in the school and available to staff

PRINCIPAL INTERNS

TABLE 23

INEFFECTIVE ACTIVITIES WITH ADMINISTRATOR EDUCATOR

What activities did you engage in with the administrator educator that proved particularly ineffective?

Shadowing

PRINCIPAL INTERNS

TABLE 24

CHANGING THE PROGRAM

If you could make one change in the internship program, what would it be?
Allow intern to observe other school systems
Eliminate the evaluation from (it created uneasiness in intern)
Eliminate third observation if things has gone well
Eliminate 50 hours (change to 25 hours)
Mentor begin work with intern before school opens
More interaction with other interns
Allow intern to observe mentor
Network the intern
Screen mentor more carefully and check his/her work with intern
Trust intern as professional in committee meetings
Reduce 50 hours
Include help with finances and budget for vocational
Mentor should be at same level and practicing currently
Cover policy early on
Provide opportunity for intern to meet with state department
Shorter and more frequent visits by committee

COMMITTEE MEMBERS

Based on the thirty-four (34) beginning principal interns for the academic year 1989-1990, 102 committee members were identified: 34 principal mentors, 34 administrator educators, and 34 superintendents or designees. The 102 committee members were sent letters and surveys. Fifty-four (54) of the committee members responded for a return rate of 50% percent . Using the data from the surveys of the 54 respondents the following analyses were made: (1) activities--effective and ineffective; (2) recommended changes in the program; (3) needs inventory; (4) assistance inventory; and (5) effectiveness inventory.

On the effectiveness of the committee members working together, nine (16.98%) of respondents indicated the committee work was very ineffective. Ten (18.87%) stated the committee was somewhat effective. Nineteen (35.85%) indicated the committee was effective and 15 28.30 %) stated the committee was very effective (see Table 25).

Regarding the benefits of the beginning principal intern program, 28 (51.85%) stated the program was very beneficial. Seventeen (31.48%) indicated the program had good benefits. Six (11.11%) indicated the program was beneficial. Two (3.70%) indicated the program had limited benefits. One (1.85%) indicated no benefit (see Table 26).

On the value of the university preparation program to the intern, 10 (18.52%) of the committee members indicated the preparation program was very

valuable, and 26 (48.15%) indicated the preparation program had considerable value. Fourteen (25.93%) of the committee members stated the preparation program had some value (see table 27).

ACTIVITIES--EFFECTIVE AND INEFFECTIVE

Table 28 provides the effective activities committee members identified in responding to the question What activities did you engage in with your intern that proved particularly EFFECTIVE? The various activities were private conferences, goal setting, providing resources, discussions, and observations.

Table 29 provides ineffective activities committee members identified in responding to the question "What activities did you engage in with your intern that proved particularly INEFFECTIVE?" There were eight responses but no definite categories.

RECOMMENDATION FOR PROGRAM CHANGE

In response to the question If you could make one change in the internship program, what would it be?, committee members responded with various answers.

These answers may be found in Table 30 and no changes to an increase in the number of observations.

COMMITTEE MEMBER

TABLE 25

EFFECTIVENESS OF COMMITTEE

RATING	N	%
Very Ineffective	9	16.98
Ineffective	0	00.00
Somewhat Effective	10	18.87
Effective	19	35.85
Very Effective	15	28.30
TOTALS	**53**	**100.00**

COMMITTEE MEMBERS

TABLE 26

BENEFITS OF PROGRAM

RATING	N	%
No Benefit	1	1.85
Limited Benefits	2	3.70
Beneficial	6	11.11
Good Benefits	17	31.48
Very Beneficial	28	51.85
TOTALS	**54**	**100.00**

COMMITTEE MEMBERS

TABLE 27

VALUE OF PREPARATION PROGRAM

RATING	N	%
No value	0	00.00
Little value	1	00.00
Some value	14	25.93
Considerable Value	26	48.15
Very Valuable	10	18.52
No Answer	4	7.41
TOTALS	**54**	**100.00**

COMMITTEE MEMBERS

TABLE 28

EFFECTIVE ACTIVITIES

What activities did you engage in with your intern that proved particularly EFFECTIVE?

After school meeting

Being able to respond, in person, and assist as new situations came up.

Observation, meetings, teacher intern committee

Conferences, phone calls, communication

Staff development and curriculum development

The one on one observation of the principal intern and the discussion that followed these visits.

Conferencing, one-to-one

Establishment of relationships, responsibilities as it relates to mentorship

Time spent with intern before the beginning of school and working with the intern on problems that developed throughout the school year

Day to day working relationship

Observation, sharing of information about practical aspects of administration

Short informal informational meetings

Discussion of problems, providing resources for the intern

Discussion of problem areas concerning staff

Committee meetings

Observed a questionable teacher with intern principal and shared critiques and assisted intern principal to work with staff to redesign the instructional program in K-3 for the up-coming.

I made contacts for her to bring in resource people and to visit other program.

Relating theory and pre service training to practice

Finding alternatives

Brain stormed alternative solutions

Discussed and helped intern find alternatives

Interpretation of policies and procedures

Met to discuss district principals meeting, attended KSAESP conferences, attended Bell South Leadership Conference on "Teamwork", and daily telephone conversations

My intern and I shared most every decision and activity that is involved in the day to day and year long operation of a school

We had a past observation conference each time. On those occasions we were able to discuss concerns and ask and answer questions coming from the observation

Observation

Conferencing one-on-one

Attended a meeting with her that involved personnel from outside agencies in planning a three day inservice to be conducted at her school

Interaction between myself and the intern open communications, trust, and professional relationships

Orientation to the school district

COMMITTEE MEMBERS

TABLE 29

INEFFECTIVE ACTIVITIES

What activities did you engage in with your intern that proved particularly <u>INEFFECTIVE</u>?

Following - my phrase

Supervising duties

When an intern is at separate buildings, several miles apart - mentoring is difficult for the 50 hours

Observations were not sufficient

Half a day shadowing

All of value and effective

I don't recall any. To me some interaction could have been eliminated as I was concerned but the intern felt this was beneficial and that made it effective

Efforts to get the intern involved in the professional organizations

Not keeping appointments

Observing everything

COMMITTEE MEMBERS

TABLE 30

CHANGING THE PROGRAM

If you could make one change in the internship program, what would it be?

Less paper work

Not really sure - there is something (not sure) that is missing in this activity. It was a very positive experience. Still, I feel that we as a committee could have done more for the intern.

Eliminate the administrator educator

If possible, provide as much assistance to the intern before school begins as is feasible

Have mentors, superintendents, and Ad. Ed. people together as a group to refresh and extend training during their group with the intern. Give them some support and direction as a group.

Not necessarily a change, but to insure that the principal mentor has time to work with the intern before school begins

More involvement of university person

Increase visits from three to five

Revamp the observation instrument

Have the intern work in the same building with the mentor

One unannounced visit

Requiring an internship of some people who have had the position for several years and there is knowledge that the person is doing an outstanding job. It seems a waste of personnel and money.

Find ways to improve the consistency and quality of the three observations. There is too much difference in what the three committee members do in their observation visits.

Seek more consistency among committee members about what they do when they observe and how they record what they see

Get more consistency in what takes place in the observation visit

Eliminate time that lapses from time intern is named until mentor is named. The mentor can be most valuable only in the internship, before school begins if possible.

I would change the educational session from a session where principals are tested to one where principals are trained or tutored to be successful in the program. Most of those I worked with were more concerned with passing the test at the end of training than they were with comprehending the material.

Clarify job responsibilities and expectations

Have the instructional leadership role emphasized in training as well as practice. This role could be more effective if the administrator educator could focus on instructional leadership or on a specific area identified by the committee. I could have been of more assistance with the I.L. role.

Offer a one day in-service for each committee member regarding the total intent and purpose of the program. I am referring to all members being in attendance together.

NEEDS INVENTORY

Committee members were requested to respond with their perceptions of the principal intern's needs in the four areas of Instructional Leadership, School Management, Interpersonal Skills, and Professional Responsibilities. Each of the twenty-three suggested areas for evaluation were listed for evaluation on a five-point scale:

A. The intern did not need help with this item.

B. The intern needed very little help with this item.

C. The intern needed some help with this item.

D. The intern needed considerable help with this item.

E. The intern needed clinical help with this item.

The total number of responses possible equaled 400 for the category of **Instructional Leadership.** Fifty-three (13.25%) of the response indicated the intern did not need help with items in this area. One hundred twelve responses (28%) indicated the intern needed very little help with item in this area. One hundred fifty five responses (38.75%) indicated needed some help. Seventy-two responses (18.00%) needed considerable help. Seven (1.75%) needed clinical help (see Table 31).

On **School management**, the total number of responses possible were 400. Eighty-four responses (21.00%) indicated that the intern did not need help and one hundred thirty-two (33.00%) indicated that the intern needed very little

help. One hundred six (26.50%) responses were needed some help. Sixty-three (15.75%) needed considerable help. Eleven (2.75%) needed clinical help (see Table 32).

On **Interpersonal Skills**, with the possible total number of responses being 200, 79 (39.50%) of the committee stated the intern did not need help in this area. Forty-one (20.50%0 needed very little help. Forty-two (21.00%) needed some help. Twenty-one (10.50%) needed considerable help. Eleven (5.50%) needed clinical help (see Table 33).

In regard to **Professional Responsibilities** which had a total number of possible responses of 150, fifty-one (34.00%) of the committee members indicated the intern did not need help in this area. Twenty-eight (18.67%) needed very little help. Thirty-nine (26%) needed some help Twenty-seven (18%) needed considerable help. Four (4) (2.67%) responses were needed clinical help (See Table 34).

ASSISTANCE INVENTORY

Committee members were asked to respond to an inventory constructed from the KBPIP on how they provided assistance to the principal intern. The responses were related to the twenty-three criteria for evaluation. The four areas of analysis were: Instructional Leadership, School management, Interpersonal Skills, and Professional Responsibilities. A five-point scale was used:

A. I was unable to provide assistance in this area.

B. I was able to provide minimal assistance in this area.

C. I was able to provide an average amount of assistance in this area.

D. I was able to provide a considerable amount of assistance in this area.

E. I was able to provide detailed assistance in this area.

Fifty-four of the 102 committee members responded providing a total of 256 for the category of Instructional Leadership. Eighty-six (33.59%) of the responses indicated that an average amount of assistance was provided to the intern in the area of instructional leadership. Seventy-six (29.69%) indicated the committee members were able to provide a considerable amount of assistance in this area. Forty-one (16.02%) responses provided the intern detailed assistance. Thirty-seven (10.45%) of the responses indicated the committee members were able to provide minimal assistance while fourteen (5.47%) indicated committee members were unable to provide assistance to the intern in the area of instructional leadership (see Table 35).

On school management, the total responses possible were 256. Eighty-one (31.64%) of the committee members indicated being able to provide an average to considerable amount of assistance to their interns. Ninety-one (35.55%) indicated responses of committee members were able to provide an average amount of

assistance in this area. Thirty-two (12.50%) indicated being able to provide only minimal assistance with 5 or (1.95%) unable to provide any assistance in the area of school management (see Table 36).

In the assistance inventory component on interpersonal skills the total responses possible were 128. Forty-seven (36.72%) of the committee members indicated being able to provide considerable assistance to their interns. Thirty-eight (29.69%) indicated they were able to provide average assistance. Nineteen (14.87%) indicated thirty were able to provide detailed assistance to their interns. Eighteen (14.06%) provided minimal assistance while six (4.69%) indicated being unable to provide assistance (see Table 37).

A total of ninety-six (96) responses were possible to the area of professional responsibilities. Thirty (31.25%) of the committee members indicated being able to provide a considerable amount of assistance. Twenty-six (27.08%) provided detailed assistance. Twenty-one (21.88%) indicated they provided an average amount of assistance to their interns. Twelve (12.50%) indicated they provided minimal assistance and seven (7.29%) were unable to provide assistance with the area of professional responsibilities (see table 38).

EFFECTIVENESS INVENTORY

In relationship to the assistance of committee members to the principal intern, committee members were asked to respond to an effectiveness inventory

based on their perceptions of the effectiveness of assistance they gave to the intern. For each of the four areas: Instructional leadership, School Management, Interpersonal Skills, and Professional Responsibilities, a five-point scale was used:

A. The assistance provided was not beneficial.

B. The assistance provided was of little benefit.

C. The assistance provided was somewhat beneficial.

D. The assistance provided was considerably beneficial.

E. The assistance provided was extremely beneficial.

For **Instructional Leadership** with a total number of possible responses being 168, sixty-three (37.50%) indicated committee members perceived their assistance to be considerably beneficial. Thirty-seven (22.02%) stated the assistance was somewhat beneficial (see Table 39).

In the area of **School Management**, 29 (17.26%) of the responses by the committee members indicated assistance was extremely beneficial. Assistance was considerably beneficial (33.93%) of the time based on fifty-seven responses (see Table 40).

In the area of **Interpersonal Skills** which has a total number of possible responses of 84, committee member's responses indicated that their assistance was somewhat beneficial (23.81%) and was extremely beneficial, (17.86%) (see Table 41).

For **professional Responsibilities**, a possible total number of response being 63, committee members stated that 17 (26.98%) of assistance was somewhat beneficial. For assistance provided which was extremely beneficial, committee members responses indicated sixteen (25.40%) was (see Table 42).

COMMITTEE MEMBERS

TABLE 31

NEEDS INVENTORY

INSTRUCTIONAL LEADERSHIP

RESPONSE	N	%
A	53	13.25
B	112	28.00
C	155	38.75
D	72	18.00
E	7	1.75
Not Marked	1	0.25
TOTALS P=50	**400**	**100.00**

COMMITTEE MEMBERS

TABLE 32

NEEDS INVENTORY

SCHOOL MANAGEMENT

RESPONSE	N	%
A	84	21.00
B	132	33.00
C	106	26.50
D	63	15.75
E	11	2.75
Not Marked	4	1.00
TOTALS P=50	**400**	**100.00**

COMMITTEE MEMBERS

TABLE 33

NEEDS INVENTORY

INTERPERSONAL SKILLS

RESPONSE	N	%
A	79	39.50
B	41	20.50
C	42	21.00
D	21	10.50
E	11	5.50
Not Marked	6	3.00
TOTALS P=50	**200**	**100.00**

COMMITTEE MEMBERS

TABLE 34

NEEDS INVENTORY

PROFESSIONAL RESPONSIBILITIES

RESPONSE	N	%
A	51	34.00
B	28	18.67
C	39	26.00
D	27	18.00
E	4	2.67
Not Marked	1	0.67
TOTALS P=50	**150**	**100.00%**

COMMITTEE MEMBERS

TABLE 35

ASSISTANCE INVENTORY

INSTRUCTIONAL LEADERSHIP

RESPONSE	N	%
A	14	5.47
B	37	14.45
C	86	33.59
D	76	29.69
E	41	16.02
Not Marked	2	0.78
TOTALS P=32	**256**	**100.00%**

COMMITTEE MEMBERS

TABLE 36

ASSISTANCE INVENTORY

SCHOOL MANAGEMENT

RESPONSE	N	%
A	5	1.95
B	32	12.50
C	91	35.55
D	81	31.64
E	47	18.36
Not Marked	0	00.00
TOTALS P=32	**256**	**100.00%**

COMMITTEE MEMBERS

TABLE 37

ASSISTANCE INVENTORY

INTERPERSONAL SKILLS

RESPONSE	N	%
A	6	4.69
B	18	14.06
C	38	29.69
D	47	36.72
E	19	14.84
Not Marked	0	00.00
TOTALS P=32	**128**	**100.00%**

COMMITTEE MEMBERS

TABLE 38

ASSISTANCE INVENTORY

PROFESSIONAL RESPONSIBILITIES

RESPONSE	N	%
A	7	7.29
B	12	12.50
C	21	21.88
D	30	31.25
E	26	27.08
Not Marked	0	00.00
TOTALS P=32	**96**	**100.00%**

COMMITTEE MEMBERS

TABLE 39

EFFECTIVENESS INVENTORY

INSTRUCTIONAL LEADERSHIP

RESPONSE	N	%
A	0	00.00
B	26	15.48
C	37	22.02
D	63	37.50
E	27	16.07
Not Marked	15	8.93
TOTALS P=21	**168**	**100.00%**

COMMITTEE MEMBERS

TABLE 40

EFFECTIVENESS INVENTORY

INSTRUCTIONAL LEADERSHIP

RESPONSE	N	%
A	3	1.79
B	23	13.69
C	39	23.21
D	57	33.93
E	29	17.26
Not Marked	17	10.12
TOTALS P=21	**168**	**100.00%**

COMMITTEE MEMBERS

TABLE 41

EFFECTIVENESS INVENTORY

INTERPERSONAL SKILLS

RESPONSE	N	%
A	6	7.14
B	12	14.29
C	20	23.81
D	20	23.81
E	15	17.86
Not Marked	11	13.10
TOTALS P=21	**84**	**100.00%**

COMMITTEE MEMBERS

TABLE 42

EFFECTIVENESS INVENTORY

PROFESSIONAL RESPONSIBILITIES

RESPONSE	N	%
A	1	1.59
B	7	11.11
C	17	26.98
D	13	20.63
E	16	25.40
Not Marked	9	14.29
TOTALS P=21	**63**	**100.00%**

CONCLUSIONS

The data collected from principal interns, and intern committee members, indicate several conclusions to the researchers.

1. In contrast to 1988-89 data, the ratio of male to female intern principals changed dramatically (1988-89: 5 females, 3 males; 1989-90: 14 females, 22 males).
2. Most intern committee members perceived that university preparation programs were valuable.
3. Nearly half first-year intern mentors were in the same school.
4. First-year intern principals had previous contact with the educational administration team member. This may indicate a lack of mobility in the certified applicant pool.
5. A majority of principal interns completed their preparation programs at universities in Kentucky.
6. Most intern principals (91%) indicated beneficial results from the internship program.
7. Intern committee members were divided on their perception of effectiveness of the committee, yet all but one supported the program.
8. The first-year intern principals perceived that principal preparation programs in institutions of higher education provide valuable training for prospective principals.

RECOMMENDATIONS

The researchers make the following recommendations from an analysis of the data collected.

1. The recording of data other than that required on the three visits should be emphasized. This is especially important for mentors and superintendents/designees who are frequently with the interns.
2. Team observations would be strengthened if some preplanned observations were used. (The observer could tell the intern in advance what areas need to be observed or the intern could request specific areas to be observed.)
3. Training sessions for the committee members should be mandatory for all participants and include three days of training.
4. Based upon responses, the internship should be required of all new principals and assistant principals.
5. Principal interns should have more than one opportunity to meet together as a group to share experiences. Meetings could be at regional sites rather than statewide.
6. Evaluative data should be collected and analyzed on the internship program on a yearly basis and a division of data on principals and assistant principals should be started.

7. Committee members should receive additional training to help the first-year principal intern provide instructional leadership.

8. All committee members should have experience as a principal and mentors should have a minimum of three years principal experience.

BEST COPY AVAILABLE